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A Magazine for Church School Workers

The Church School Teacher

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Vol. XII

OCTOBER 1943

No. 8

THE
CHURCH SCHOOL
TEACHER

VOLUME XII No. 8

OCTOBER 1943

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Published monthly except during July and August by the Augustana Book Concern under the auspices of the Board of Parish Education of the Evangelical Lutheran Augustana Synod of North America. J. VINCENT NORDGREN, Editor, 415 Harvard St. S. E., Minneapolis 14, Minn. *Yearly Subscriptions:* five or more to one address, 75 cents each. Single subscriptions, 85 cents. In changing address, give both old and new address. All literary contributions should be sent to the editor. Address all business correspondence to Circulation Department Augustana Book Concern, Rock Island, Ill. Entered as second-class matter December 24, 1931 at the post office at Rock Island, Ill., under Act of March 3, 1879.

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Are Parents Delinquent?

By JOHN F. PALM

I WAS very much impressed by reading Mr. Harry C. Munro's fine article entitled: "What's Back of Family Week?" in the May 1943 issue of *THE CHURCH SCHOOL TEACHER*. Yes, there is a definite need for "the spiritual strengthening of family life to meet successfully the wartime conditions which tend to menace and disrupt family life."

In an editorial which appeared in the *Minneapolis Daily Times* March 26, 1943, under the title, "Delinquency's Children," the editor had this to say in commenting on an article on this subject which appeared in the same issue:

"Judge Fred B. Wright, of juvenile court points out in his clear, discerning article that roots

of delinquency lie primarily in the home.

"By and large, children do a pretty good job of growing up into sensible citizens. Sometimes it is amazing that they do as well as they do in the face of handicaps put before them by parents who spoil or ignore them, or commit the worse offenses of which Judge Wright speaks so baldly and with so much authority, 'lack of religious and moral education.'

"But the ones who aren't doing so well are on the increase during this era of wartime shock and disturbed home life. The mere delinquents of today may become worse tomorrow. But they also can be rehabilitated and guided

back to good sense, as Judge Wright emphasizes in his article.

"The time to do that is before it is too late. *Parents have the first responsibility. It may be that the term 'juvenile delinquency' is all wrong, and that the phrase should be revised to read: 'Parental delinquency.'*"

Are we fully aware of the tragedies that lie behind the very words of the phrase which has been so recently coined: "Door-key children"? Think of it! Little children with the keys of their homes hung around their necks, hideously symbolic of the burden of responsibility we have permitted the war to lay upon their frail shoulders. Little children having to fend for themselves in an adult world, helpless victims of our failure to protect for them the security of their homes.

It is true that we shall need to use the energy of every able-bodied man and woman to win this war. But the use we make of this great pool of energy is all-important. We must be very certain we are putting first things first; that we are not forgetting essentials.

The great vital, throbbing heart of America is the *home*, the center of the home is mother, and

the future of America is America's children.

Something over 18,500,000 children are enrolled in our elementary schools. Nearly 5,000,000 of these are in kindergarten and first grade, with about 12,500,000 ranging from there through the fifth grade, which means ten years old and under. What has happened to the homes of America that makes it possible for J. Edgar Hoover, head of the Bureau of Investigation of the Department of Justice, to say as he did on February 18: "The increase in crimes among juveniles indicates *a deplorable lack of parental guidance and discipline in many homes.* Boom conditions in many communities and easy money in youthful hands, accompanied by a sense of *wartime abandon* are contributing to the general let down in moral standards among juveniles." What crimes, you ask? I will tell you: Drunkenness, assault, sex offenses, gambling, carrying and possessing weapons.

"*Lack of parental guidance and discipline,*" says the man whose business it is to know. Parents are necessary to the normal life of childhood — parents, home, adequate housing, decent environment

Continued on page 25

Materials for Parish Education Month

TO EACH PASTOR and Sunday school superintendent has been mailed a packet containing materials for Parish Education Month. The following items have gone into each packet:

Poster, one for the narthex of the church and one for the assembly hall.

Recognition Card, to be presented to teachers and officers at the installation service on St. Michael's Day.

News releases for local press.

Items for weekly bulletin.

Tracts: *Growing, In the Service for Children, Your Home, These Things We Can Do, Saving a Life, The Church and Her Children.*

In addition to these tracts and folders, which may be bought from our publication house at nominal prices, attention is called to a very meaningful message, *His Future and Ours*, which is being distributed free of charge in the Augustana Tract Series.

Each pastor and superintendent has also received a folder, *Don't Miss the Bus*. This folder outlines a time schedule to indicate

what things need to be done for the educational program throughout the year and when they should be done. No church will undertake all of the projects suggested, but if it does not take hold of a considerable number of them and see them through, it will be "missing the bus" for at least another year.

Parish Education Month will be of little value unless our churches follow through with a vigorous program for the entire year. It is more than a time for rallies and inspirational meetings. It is primarily a time for self-examination, for analysis of present programs, for sizing up the possibilities that are ahead, and for planning an expanded and improved program that will be worked on with patience and intelligence throughout the year.

Of special importance is the reaching of the unreached. Our schools are not growing as they could. While it is true that in many communities the number of children and youth of school age has declined, yet it is a fact that about one-half of all boys and girls of school age are receiving no systematic religious instruction. More and more *that other half* must become our concern,

The Sunday school has a glorious record as a missionary agency. But it dare not rest on its laurels. There is still more work to be done than ever before. The fact that the work may be more difficult must not discourage us. Nor should one give up hope if the response to routine procedure is not as satisfactory as it was "in the good old days." We must not confuse method with the Gospel itself, nor tradition with the saving power of Christ. Our resources are still unfailling: the divine Word is still the power of God unto salvation and the Holy Spirit will neither fail nor forsake.

Conferences for Christian Education

LAST YEAR most of our eighty districts held a Sunday afternoon and evening convention for Christian education in the congregation. The majority of these meetings were held the first Sunday in October. The attendance was very encouraging and we believe much good resulted.

Our synod passed a resolution last June recommending that similar conventions be arranged again this year. A number of districts

have their programs planned and will convene as they did last year; in fact, some of them have been meeting annually for a district teachers' convention in the autumn over a period of many years. Such meetings are much appreciated by both pastors and teachers. Present conditions have created a greater need than ever for building up our forces for Christian education.

In many localities, however, the restrictions on travel will make it impossible to gather as a district. Where such is the case, it has been suggested that two or more congregations near each other plan a conference together. If this is not feasible, it is recommended that the congregation conduct its own conference for parish education. Indeed, a conference of this kind may prove more productive of lasting results than the larger gathering under district auspices.

A mimeographed Manual of Suggestions has been mailed to all pastors and superintendents, outlining a suggested program for a Sunday afternoon and evening. The manual also includes suggestions to leaders of discussions for three interest groups: the church school, the home, and the community.

Calling All Churches

During the last part of Parish Education Month we join with forty-two other Protestant denominations in the thirteenth annual continent-wide observance of Religious Education Week, September 26 to October 3, in the United States and Canada.

Here we have three challenging statements about the value of Christian education for the life of mankind. Two of the writers are prominent industrialists; the third represents organized labor.

Christian Teaching and Practice Will Benefit Whole World

By WILLIAM GREEN

President, American Federation of Labor

THE spiritual impoverishment of the world is very largely reflected in the world war which is being waged in such a destructive manner. This fact ought to serve to arouse within every thinking person a new sense of the need for Christian teaching and the practice of religion. Perhaps one could justly charge that the sufferings which have been imposed

upon the people in all nations throughout the world is very largely due to our failure to accept and apply the principles of religion and to give wider, broader and more comprehensive support to Christian teaching.

We make comparison between the pagan era in the world's history and our modern achievement of civilization and civilized prin-

ciples—yet we find in this war that notwithstanding two thousand years of Christian teaching, cruelties and inhuman practices are being practiced which were never resorted to when cruel wars raged even during the pagan era. Why is this and what is the answer to it? It must be observed that all of it is directly traceable to the fact that the people of the world generally have failed to apply the principles of religion in human relationships, as well as in international relationships.

The crying need of the moment is to discover anew the principles of religion and to apply them in our individual and collective life relationships. That objective can be reached more quickly through the development and application of

wide-spread Christian teaching. It is a simple process. It is not difficult to understand the Ten Commandments, the Sermon on the Mount or the Golden Rule. What is needed are these simple religious principles to be recognized and applied in all human relationships, both individual and collective.

Any movement launched for the purpose of promoting the principles of religion and for the development of a broader, wider Christian teaching deserves the support of all right-minded people. For this special reason I extend my personal and official endorsement to the Thirteenth Annual Observance of Religious Education Week, September 26 to October 3, 1943.

Citizens and Workers of Tomorrow

By ANDREW H. PHELPS

Vice President, Westinghouse Electric & Manufacturing Company

I BELIEVE Christian illiteracy is one of the greatest causes for war. I am glad the International Council of Religious Education is enlisting by the thousands the interest and leadership of our for-

ward-thinking Christian statesmen who, when inspired on this subject, will work diligently to make Religious Education attractive and available to our young people — the leaders of tomorrow. The

power behind Christian Education is sufficient to transform lives, communities, states, and nations.

It is later than we think. Many of us remember the aftermath of the first World War with crime of all sorts—robbery—murder—and the natural consequence of teaching men and nations to be brutal. It is feared that we may expect the same sort of thing to happen in the next ten years. The only way to mitigate the unspeakably sad situation is through a thorough training of the young people, the boys and girls, who within ten years will become the citizens and workers of tomorrow.

When we contemplate what a type of education has done in Japan, Italy, and Germany and the tremendous task of bringing a dif-

ferent type of training to these countries in order to save the world, we see an almost impossible task to be accomplished through Religious Education.

It is the sincere hope of your good friends that you will not want for money or workers to do a very complete and much needed Christian job. It is also hoped that Religious Education will emphasize anew the vital active transforming force of the life of Jesus Christ and the way He taught His followers to live. All people must feel a transforming power through Christ which, supplemented by the teaching of Christian ethics, should be a vital force to guide people in the way they should live their lives.

Calling All Citizens

By JAMES L. KRAFT

Chicago Industrialist, and Acting
President of The International Council
of Religious Education

FIFTEEN million children and young people in the United States and Canada are today growing up without regular religious instruction. Christian character is absolutely indispensable to a free

democratic society. We are winning this war, but in winning it we can easily lose our freedom if our children and youth continue to live in a nation where the very basic truths of morality and reli-

gion are no longer taught to *all*, but to only *one-half*. In my judgment, it is most important that *all* children and young people, as well as adults, add to the traditional public school three R's a fourth "R," namely, Religion.

As in the days of the founding of these two great countries, the home must again become the spiritual cradle of the nation. In these homes God and Christ must be living realities; family worship must be practised daily; sons and daughters must be taught out of the Bible; prayer must become a powerful force in developing Christian personality; and regular attendance at church and Sunday school on the part of all must be the program of every American family.

A nation can not be half slave and half free, neither can a nation be half religious and half irreligious and continue as a great nation. If these United States and our sister nation Canada are to

have leading parts in the post-war world, all citizens, young as well as old, must themselves be living examples of the Fatherhood of God and the Brotherhood of Man.

In the absence of our President, Lt. Comdr. Harold E. Stassen, and as Acting President of The International Council of Religious Education, an interdenominational organization working in the field of Christian education, I call upon all Americans to observe fittingly September 26 to October 3 as Religious Education Week. I urge that throughout the United States and Canada all ministers preach appropriate sermons; churches in thousands of our communities plan programs and activities of a community-wide nature around the general theme, "Community Foundations"; and citizens everywhere give serious thought to immediate ways of bringing Christian teaching to the millions of children and youth now without it through no fault of their own.

Little girl's essay on *Parents*—"We get our parents at so late an age that it is impossible to change their habits."

Know Your Compass

By LAPIS ARGENTI

WHEN you go fishing on Lake Superior you need a steel or copper line at least five hundred feet long, a good spoon hook and a landing net. And one thing you must not fail to be provided with on that great lake is a compass in case a thick fog should set in while you are some distance from shore. Last year I bought myself a compass. It was small but it served its purpose, or at least was meant to do so. When vacationing on the North Shore I went out trolling every day and, of course, I brought my compass along.

One day, while out a couple of miles on the lake, a fog suddenly came up and I could not see the shore. It did not bother me in the least for I headed toward the shore and furthermore I had the compass with me. All of a sudden I had a strike and after some heavy pulling I landed a good-sized trout. But in the meantime the boat had turned off from its course and I had not the slightest idea as to where to look for shore. There was no wind on the lake, so the compass was consulted. It had a needle resting on a point in

the center, and when held steady, the needle pointed north and south? But which end of the needle pointed north and which south? That was a matter I had not taken time to observe. One end of the needle was in black color and the other in blue. But that did not help me now. Here and now I had occasion to blame myself for not studying my compass enough to keep posted on the directions.

A little distance away from my boat I discovered another boat and moved up to ask the occupants for advice. The couple in that boat had no compass and were as lost as I and neither could solve the problem. As the weather was fine in other respects we had nothing else to do but just wait for the fog to lift. Then, all of a sudden, we heard the tooting of an auto horn in the far distance and, turning in the direction where the sound came from, we set our motors going and reached the shore.

The lanes of life's high seas are often beclouded by fog and mist. What is more, the shores can not

be seen even under the best conditions. The shore we left is now but a memory and eternity's shore can not be seen by dimmed eyes. Our voyaging is dangerous even when the sea is smooth, and much more so when the going is rough.

But God has supplied us with a compass which points out the directions we must follow. That compass is the Bible. What I neglected to do, to acquaint myself with the compass, we must not let happen regarding God's compass, the Bible. And yet I am afraid that this is just what happens with too many. Our churches follow the practice of giving a Bible to each member in every confirmation class in remembrance of the day when these young people spoke their vows and gave their pledge to be the Lord's children all their life. It is given to them with the admonition to read and study it and above all to meditate upon what they study so that God's Word might serve as a guiding light upon their way in days of joy as well as in days of sorrow.

But what Bible study can we expect, for example, when things

like the following happen. In one certain church a class had been confirmed some time in the month of May. A month later a meeting was held in the home of one of the members of the class. Someone asked for a Bible to read at the opening of this meeting. The folks searched both high and low and finally found the confirmation Bible stored away up in the attic. In another instance a confirmation Bible was found among a mass of periodicals at a paper sale in a near-by school.

It does not matter, however, whether the Bible is on the living room table or in a scrap pile, so long as it is not studied it will not be of any benefit to its owner any more than the compass benefited me as long as I had not studied it to find out which end of the needle pointed north. Studying of the Bible with meditation is a necessity to everyone who is concerned about reaching the heavenly shore. And when you are out in the fog, little will it help to consult others who have no more information and knowledge of the Holy Writ than yourself. Therefore, know your compass!

"It's our business to keep righteous anger from becoming self-righteous hatred."—REINHOLD NIEBUHR,

Juniors' Ideas About God

By RUTH BONANDER

“WHAT is God really like?” is a frequent question from children. That inquiry brings us face to face with the primary problem in Christian education, for our first and main purpose in teaching children must always be to guide them in developing a right relationship to God.

It is obviously true that our generation lacks a strong and vital awareness of God. Even children today are more aware of machinery and its workings than of God and His plans for the world.

The chief cause for the world's turmoil in these times is undoubtedly the absence of the sense of the reality of God in the lives of so many people. A great many people, of course, do know that happiness and peace, and whatever else abundant life consists of, come from God; but too many look elsewhere for that which they believe will satisfy the deeper cravings of the heart. Our task is to guide the boys and girls of this generation into experiences that will result in a vital and true relationship to God.

What ideas of God are correct ones for pupils of junior age? This subject needs our continuous consideration so that in all our work with them we may help them to grow toward the goal of the full stature of faith and life in God. The following ideas are easily recognized as important for juniors.

1. God as Creator. Unless juniors understand that God was in creation they can not take the first step in their awareness of God. The Genesis story of creation is presented to our children in their Sunday school lessons and rightly so. We must help them to know that it is true, even though it may not tell all the details. They will also hear the scientific ideas of creation and they can not be ignored. But we must be careful not to give the idea that science is right and the Bible wrong. They are both right, science (that is, established scientific fact) telling something about the way it was done and the Bible emphasizing the fact that God was behind and

in it all. Creation was God's plan and He directed it.

With the knowledge that God is the cause and the power in creation, they will understand the reason for the order and the wisdom in the universe. God is a God of intelligence and order.

2. A second important idea of God for juniors is that God is like Jesus. Jesus as the Son of God is the perfect revelation of God. Some of the essential ideas of God as seen in Jesus are:

(1) God is perfect. In the Sermon on the Mount Jesus admonished the people to be perfect. God is the example of perfectness that we are to follow (Matthew 5. 48).

(2) God is a forgiving Father. Jesus' story of the prodigal son is probably the best illustration of what God is like in this respect. God is a loving Father who never forgets us and always forgives.

(3) By the way Jesus lived, He showed us what God is like. He revealed God as worthy of our worship, faithful and dependable in hearing our prayer, and completely satisfying in companionship. He is the truest of all real friends. He revealed also God's attitudes toward people as follows:

a. He loved the children and

blessed them. The best example of this attitude is the incident of Christ blessing the children.

b. Jesus was a friend to all kinds of people—a blind beggar named Bartimeus, the rich young ruler, Zaccheus a publican, the lepers, a Nicodemus.

c. Jesus made work sacred, even ordinary labor. God is a worker and we are fellow workers and He blesses us in our work if we are faithful and sincere in it.

d. Jesus so often said to people, "Be of good cheer." Jesus wanted a "more abundant life" for all of us. God desires our happiness and our eternal welfare.

(4) Jesus proved that God loves sinful humanity enough to give Himself in suffering and death to save us. That redemptive love shown in Jesus' sacrifice was God's love for a lost human race.

There are some other ideas that are inalienably associated with God that are important for us to remember in helping juniors to acquire true ideas of God.

1. Prayer is talking with God, a fellowship of confidence, praise and petition. Prayer must be a real and vital experience in which they learn to know God for themselves.

2. The Bible is God's word

given for our direction, the rule of life, a revelation of God and His gracious will for our salvation.

3. The church is to be understood as the appointed place in which to worship God, a school where we may learn and grow, the agency through which we work with God to share his love with others and so extend His kingdom.

Children need experiences of God's love and wisdom to pervade all of their living, every activity undertaken, every new insight gained. "Awareness of God today will not take the same form as did that of the ancient Hebrews. Our children live in an age of science and invention and mechanical efficiency. They do not need to take the Ark into battle to assure themselves of the presence of God in their struggle; but they do need faith in God when they have to meet situations requiring courage above their own power to achieve.

They do not need fiery pillars in the sky to guide them on journeys; but they do need a sense of the companionship of the Eternal when they are venturing to try out new paths in human relationships based upon love. They do not need a burning bush to tell them God is near; but they do need a sense of the reality of God and of His regard for His children when they are discovering through the telescope a universe immeasurably great wherein they shudder in insecurity."

This awareness of God in their lives will come only in relation to the experiences which they themselves are having with God. Many of these experiences will come to them through what they see in our lives. Consequently, in teaching juniors we must be sure that we are relating fact with experience not only in what we teach, but in what we are.

Books are keys to wisdom's treasure;

Books are gates to lands of pleasure;

Books are paths that upward lead;

Books are friends. Come, let us read.—EMILIE POULSSON.

Securing Parent Co-operation

By EDITH SESTROM

A SMALL Sunday school in the East uses the following project in an attempt to arouse parent interest in the spiritual growth of the child.

All children who can read and write are given a special Bible verse each week in Lent. These verses can be selected with care to see that they are appropriate for the person in question. The child who repeatedly forgets his book can be given, "Let all things be done decently and in order," while the youngster inclined to be selfish would be asked to memorize, "Bear ye one another's burdens." Our wonderful Book of Books has something to fit every person and every occasion, and there are of course countless verses which suit all of us.

Bible Verses and Life

During the week of Ash Wednesday teachers call on all the parents, leaving a mimeographed leaflet for each child, entitled "My Lenten Covenant," and explaining its use to the mother. On this leaflet there are spaces for each of the weekly Bible verses to be copied

down, and questions such as the following, to be checked "Yes" or "No" each day:

1. Has my Bible verse helped me today?
2. Have I helped anyone today?
3. Have I done wrong to anyone today?
4. Did I pray to God today?
5. Have I asked God to forgive me the wrongs I have done?

At the bottom of the column for each day there is a space for the mother's initials. She is to go over the answers as the child has written them, hear the Bible verse, and then initial it if she feels the child has been sincere. This gives the mother a wonderful opportunity to talk seriously with the child; it opens the way to a subject which some mothers, sad to say, do not know how to approach of themselves.

The response to this project was quite encouraging, but it needs to be followed up by another visit to find out the parent's feeling about the matter.

The written word is never as potent as a face to face contact,

but some little impression may be made by a letter sent to the parent by the teacher at the very beginning of the class year. We submit the following as a suggestion. It may be copied if anyone desires to use it.

Dear Friend:

It has become my privilege to be selected as Johnny's Sunday school teacher, and you may be sure that I shall do the best I can, with God's help, to share with him some of the wonderful truths which our Bible teaches.

Sometimes it frightens me when I realize that my Church has placed in my hands the Christian education of these little ones, even if only for a year of their lives. Suppose I fail to show them how terribly important to them is their relationship to their Creator and their Saviour? Children are so apt to feel that their Sunday school work is not as vital as their day school, because it is not compulsory. But then I remember that I am not alone. God is with me, and you, Johnny's mother, are also working with me in this, our common task.

I do not know your child very well as yet. Perhaps there are some things about him I should be familiar with in order to approach him better. Won't you please let me know? Also, I am depending on you to see that Johnny studies the weekly lesson regularly, for without preparation by each of the children the lesson is meaningless. We have so little time for our

classwork, hardly half an hour a week. About the only thing we can do in Sunday school is to introduce the subject and socialize it, that is, make the child realize that others are learning what he is learning, and that he as well as the others is a citizen of the heavenly kingdom. It is your wonderful privilege as a parent to go deeper into the subject and make sure your child understands all phases of it. There is nothing which forms a stronger band of love between a parent and a child than free discussion of heavenly truths, and praying together. The reason is easy to see, for is not God Himself, the Father of Love, the third member in such conversations?

I trust, then, that we shall have a happy and profitable year together, you and I, with Johnny as our common problem and our common joy. Please feel free to call on me if there is anything I can do for you. I shall be around to pay you a visit as soon as I possibly can.

Cordially yours,

Such a letter may be varied in hundreds of ways. Naturally, if it is written by the teacher in long hand it should also be composed by her. This of course would mean much more to the mother than a mimeographed form letter, for everyone is impressed by someone else taking the time and the trouble to write an unexpected letter.

Home Altar and Family Pew

A church which lays stress on the home altar and the family pew is well on the way toward securing parent co-operation in the work of the church school. Every pastor would like to see these two institutions firmly established in his congregation, but not all of them have the strength or the patience to keep pushing the matter. Here is where the Sunday school teacher can be a definite help, first of all by being an example to others, and secondly by speaking of these things whenever opportunity arises, and distributing literature of the daily devotion type.

A teacher who is also a parent can be most helpful in securing the co-operation of other parents, for she knows both sides of the question and can speak from experience. The board of deacons should try hard to find qualified parents for the teaching staff. Many parents instinctively resent suggestions about their children coming from an "old maid."

The pastor can, and will, do much to help. He can make mention of church-home co-operation frequently in the weekly church bulletin. Many of the sermon texts give an opportunity to stress the

vital matter of Christian nurture of children. Then there are the special days, Mother's Day (now happily being celebrated in connection with the Festival of the Christian Home), St. Michael's Day, Christmas and Easter with their attendant children's services, Rally Day, and Confirmation Day.

The last-mentioned also suggests the use of the confirmation reunion as an excellent time for stressing the responsibility of the parent in the training of the confirmands, for at such occasions there is likely to be a larger proportion of the younger married couples in attendance than at a regular service.

Publicity

If the local press is sympathetic, an article or editorial might be used occasionally to stress the parent's role in Christian nurture. Many folks are inclined to think of their own church as provincial, but if other churches or agencies are also backing a project, it must be the thing to do. Here is one of the strong points of the United Christian Education Advance. It has the advantage that comes not only from unity but also from the strong, if not always too commendable, impulse to "keep up with the Joneses."

The use of report cards requiring the father's or mother's signature is a mechanical device, but nothing can be overlooked that may have the slightest value in arousing the parent's interest in the souls as well as the minds and bodies of their children.

It is always well to encourage parents to visit the Sunday school. A blanket invitation, however, is usually as meaningless as the phrase, "Come and see us sometime." A better way is to call Mrs. Wilson on the telephone or write her a note, asking her to be the guest of the class next Sunday. She will feel (we hope) a bit honored, and the pupils will have been admonished ahead of time to show her every courtesy. Do this for each mother, not every Sunday in succession, but with a long enough interval to insure its being a special occasion for the children. Possibly they can save enough pennies to buy a single rose for the guest of honor. Such pointed attention can not help but arouse the mother's interest in what you are trying to do for her child.

Yes, there are countless ways in which to reach out to touch the hearts of the parents. We have mentioned letters, newspaper and

church bulletin publicity, sermons, special Sunday school programs, teas, adult Bible classes, interesting the parent in going to church himself, the home altar, the family pew, having parents visit the class, special projects which call for parental supervision, confirmand reunions, help from the board of deacons, use of parents as teachers, and co-operation with other churches and other denominations in the United Christian Education Advance. None of these of course can take the place of the personal visit to the child's home. They are merely supplementary.

Last, But Not Least

We have left until last the mention of the very first thing which every teacher and every superintendent should do. In fact, it is so obvious that no church school worker worthy of the name will overlook it: prayer. Here is the source of power and of patience and of wisdom and of love. Let us all join in the heartfelt petition that God, who has chosen us to play a small part in the extension of His Kingdom, will also give us His Spirit to do the work humbly, faithfully, and to the glory of His Name.

The Perceptions and Memory

By FRANS ERICSSON

IN THIS article we shall deal with the two processes in the intellect that follow directly upon the processes of sensation and attention. May we, however, repeat the injunction that it is important to remember that the intellect always acts as a totality just as the self itself does. None of the single performances or processes acts alone or singly, but is preceded and followed by other activities in the intellectual field. Sensation is inevitably followed by attention, and this in turn is followed by perception. And, furthermore, while this goes on new sensations are experienced, of which some gain attention and are perceived, and so it continues as long as the organism is conscious. This multiple and intricate activity is what we refer to as mental life.

Perception is the mental act of identifying a sensation or a group of sensations to which attention has been given. The word itself means "seeing through" or understanding. The fact that stimulated our sense or senses and thus caused the sensation is cognized, that is,

it is located "properly" in space and time. Another way of saying it would be that we are giving meaning to the fact that set up our sensation. This meaning may be wrong or partly wrong, but it nevertheless locates or identifies the fact or stimulus that we sense and attend to, and satisfies us for the time being. This is the mental act we refer to when we say, "Yes, I see," if we really do understand and are not just bluffing.

What is it that we use to perceive with? Here the reference is not to the instrument we use, the inner self as a totality, but to the specific elements in the self that function in perception. The simplest form of perception is analogy, that is identity or similarity. When we sense a new, strange thing, the sensation of it at once reactivates in us an experience of the past which was just like this one. This gives us a feeling of familiarity and we interpret the new thing as being the former one or at least as being similar to it. When we have had no such experience in the past, we have nothing to which

we may compare the new sensation and we are "stuck." We confess that we do not know what the new thing is. There may be some item in the sensation that is the same as or similar to something in a past experience, and this "minimal cue" may suggest an interpretation which may or may not be true. We partly guess and the guess may be a good one, but it can be a bad one. A little child sees a strange man and says, "Daddy." What he sees arouses in him by similarity the sensation of the man he has seen so often before and thus the perception. A closer observation may reveal several elements of dissimilarity and the child is not so sure that the man is his daddy. A little girl had heard the word "clean" used in reference to white garments. When she passed a newly painted white house, she said, "Look, a clean house." We see a piece of metal of a peculiar form and with a hole in it, and we can not perceive what it is, since we are unfamiliar with machinery and mechanics. We may interpret it as "some kind of a gadget" but that is as far as we can go.

Since perception is strictly limited to the recallable experiences of the past, it is easy to understand

the principle of learning which advises us "to go from the known to the unknown." There are actually very few absolutely "new" things in the world. An item may in itself be new, but in some respect, size, form, color, weight, or some other quality, it is similar to some thing or things we know, and so we are able to perceive it to the extent of classifying it as belonging to a certain class or family of things. This is perception though not perfect perception. In order to perceive well we must have a large variety of experiences. Chances are then in our favor and definitely so.

The young learner's experience is limited. How limited it is is a matter of supreme importance for successful teaching. All learning must be assimilated if it is going to be accessible for use later on. Assimilation is perception, not only an adding to or an accumulation, but an interweaving with the apperceptive mass that the learner already possesses. For instance, a child learns the Bible verse, "the fear of the Lord is the beginning of wisdom." It is well to have the child repeat these words until he can say them, and write them, with ease. But that does not mean that he has really learned the verse. It

may not have been associated properly with what he already knows and until it is, it is not really learned. He most likely knows what a "beginning" is. It is the start of something, the first part of a thing. Now, if he knows that he should be told what "wisdom" it. Wisdom is reliable knowledge of what is best. It is something in our mind which helps us to decide what is best to do, to say, to think. Probably with that clear he should be reminded of the fact that it is now the question of the "beginning, the start, the first part of wisdom." The verse says that "fear" is that beginning. What then, is fear? This is a delicate matter, because his experience has probably taught him that fear is to be afraid of something. The word fear does not mean that here. He must be made to understand that the meaning of it here is "respect, awe, willingness to obey, knowing that God is always watching with a loving care" just as father and mother are. Now he should begin really to perceive the import of this Bible verse and to learn it in its entirety and its total implication. Perhaps his interest in this statement would be increased if he were told that it was made long ago by a man who is

considered one of the wisest persons that ever lived. Care must be taken, however, so that his interest in Solomon does not take dominance over the truth contained in the verse itself.

In somewhat the same manner a pupil may be aided in his perceptive process so that his store of usable facts be enlarged by new additions which become intelligently associated and organized. It should be clear that any new material, which in meaning is entirely beyond his present ability to perceive, may well be committed to memory, but will not be properly assimilated and given a correct meaning. It will be just words remembered and nothing more. Such material may chance to acquire proper meanings later in life, when more experience has been accumulated, but it is more likely to be lost by the process of forgetting long before it happens to become meaningful.

The phase of the intellect called *memory* is usually considered as made up of four parts or steps, often called "the four R's of memory." They are: Reception, Retention, Recall, and Recognition. Reception denotes the arrival in mind of the material to be learned. This, we must remember, is just

activation of central neural pathways. If these are to be modified or conditioned so as to function again with facility they must be attended to, that is, they must be focused in consciousness. This means simply that the learner is attending closely to the thing he is to learn. If his attention is on anything else, he will not receive the material properly. The teacher therefore secures his attention. But now it is just as important that the material be presented well and completely. Words must be clearly and distinctly enunciated so that they may be fully heard. Half a word will not be properly perceived. A mispronounced word will be misunderstood. An illustration must be carefully chosen so as not to mislead. It should be clear to everyone that no proper learning is possible if reception is poor. Another matter should be mentioned here. A teacher must ever be on the alert as to the possibility that some pupil may be hard of hearing. Such a pupil needs special attention. The same is true of the pupil whose eyesight is impaired.

Retention is the ability of the learner to hold and keep that which he hears and sees. This ability is primarily an inborn qual-

ity of the neural tissue of the learner, and he either has it or he has not. It has been said that "some minds are like wax to receive, others are as marble." The wax receives easily but retains poorly; the marble receives with effort but retains well. However, retention can be made easier and more efficient if care is exercised in selecting material for the learner which he is capable of perceiving. It then becomes associated with analogous material already retained and is held by means of that. It is also of great assistance to retention if the learner is made to repeat orally or in some other way the material to be retained. If it is a word or a sentence he should speak that word or sentence. He thereby focuses more attention on it and associates it with the motor centers in the brain. Here the advice is that "the learner should always from the start practice a thing just as it is ultimately to be done." In learning to speak, so called "baby talk" should never be encouraged.

Recall is reactivation of the neural paths used when some material was received and retained. This becomes possible when the matter that has been learned again is presented either wholly or in part.

Opportunity for recall should be presented soon after the original learning before the process of forgetting has had time to obliterate the traces of the learning activity. Forgetting goes on very rapidly especially in young pupils. If the material has been learned by rote, that is, just received and not associated properly or fully perceived, half of the learning will fade out in twenty-four hours, if it in the meantime has not been repeated or practiced. Associated material will, of course, stay longer because of its tie-up with other material more firmly implanted, but that too should have a chance of as early a recall as practicable. In church schools a great difficulty is encountered in the fact that the lesson periods are a whole week apart. There is not much retained after the passing of an entire week, during which the mind has been busy with other interests and the Sunday school lesson has not been mentioned or even thought of. The teacher in church schools should therefore carefully review the essentials of the lesson exercise of the previous Sunday before he presents any new lesson material. This review must, however, be an activity of the pupil and not only

a more or less passive listening to the teacher's recapitulation of the matter.

Recognition means "to know again." One may be able to recall an earlier experience without being able to recognize it. We will perhaps remember that earlier in this article the act of cognition was mentioned as a set of feelings of familiarity which accompanies a particular sensation. In order to be recognized a sensation must arouse the same feelings of familiarity as it did previously. If it does not, it will not be recognized.

By way of summarizing, then, the process of memorizing may be aided by the teacher in several ways. First, the material to be learned must be clearly and fully presented. Second, the learner must actively respond in the act of learning. He must really do something, repeat orally or in writing the material to be memorized. Third, the pupil must be given the opportunity, yes, be made to recall immediately the matter learned, and later at intervals recall this material. Fourth, he must also surely know again the recalled passage, skill or exercise so as to feel it as his possession, as a part of his own self.

Activities in the Realm of Christian Education

By I. O. NOTHSTEIN

Reaching Out. In the splendid report of the Lutheran churches of St. Louis, Missouri, which for the fourth consecutive year have conducted weekday religious instruction for children who attended on released time from the public schools, we observe that out of 2,192 pupils who received instruction the past school-year, 1,148 came from homes where the parents either had no church connection or had never sent them to a Sunday school. "God has given our church a remarkable mission opportunity in this instruction during released time. If carefully followed up, most of these children may be enrolled in the confirmation class, and also parents can often be won," writes the head of the school, Mr. Clarence Peters.

* * *

Summer School for Church Workers. An annual project of the South Carolina, Georgia, and Alabama Synods of the United Lutheran Church is a summer school for church workers. The

school usually lasts a week, and not only emphasizes the importance of religious education but provides inspiring instruction for Sunday school, young people's society and general church leaders and teachers. Two hundred and twenty-three persons, including fifty-three pastors, attended the latest session, held at Columbia College, Columbia, S. C., June 27 to July 3. There were besides about one hundred and fifty visitors, who attended part of the sessions. For study the school is divided into three departments: Adult, Youth, and Children of the church. Besides the classes conducted in each of these departments, there are conferences, and lectures for the whole group and for special interests. Hymn study periods were conducted each day for the adult and youth departments. Each day's activities were closed with the family altar period.

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Home and Church School Month. The Christian Education

Committee of the Iowa Conference (Augustana Synod) is sponsoring an effort to promote a closer co-operation between the home and church schools. The month of November has been designated for this purpose, and every congregation has been circularized with a letter of instruction and suggestion from the committee. Among the suggestions are the following:

1. A committee of parents and teachers to plan a meeting for this purpose.

2. Time of meeting, a Sunday evening, a week night or a Sunday afternoon.

5. Refreshments at the close would offer a fine fellowship hour.

6. The following tracts and devotional booklets, obtainable from the Book Concern, could be distributed: "Castings," "Why I Believe in the Sunday School," "Bill and William," "Saving a Life," "The Church and Her Children," "Channels."

Slogans, sample questions for discussion, and a form for a suitable news release for the local paper, are included. Local discussions such as these ought to accomplish much good.

* * *

A Record of Promptness. Mr. Marion Snyder of York Town-

ship, near Van Wert, Ohio, a member of St. Peter's Evangelical Church, recently completed his forty-fourth year of continuous and unbroken attendance at his Sunday school. In all these years he has never been tardy at any session. The Sunday school very properly marked the occasion with a special recognition service in the school and gifts of appreciation.

* * *

Preaching and Education. The gist of a recent article in the *Peabody Journal of Education* is thus summarized: "It can not be doubted that preaching is an important part of modern education—particularly adult education. It seems wise to remember that, for some phases of teaching, there is no better method than the lecture, and that it still avails us an important part of modern education. Looked at from the standpoint of educational outcomes, the sermon aims principally at the matter of attitudes and appreciations and secondarily at knowledge. It aims at setting forth the ideals of the particular religion, illustrating the worth and practicableness of the ideals, and stimulating the active participation in the ideal life. The preacher, like the teacher, must stay close to what is called the

"experience level." Much poor preaching has been due to the fact that many have tried to preach about something that had only a marginal appeal.

Are Parents Delinquent?

From page 2

— but parents first, and mother most of all. For some time father has been away with the forces or working long hours. Now mother, too, is gone in the early morning and back late at night. Left to their own devices, with the house key hanging around their necks, it is small wonder that these bewildered youngsters find their way into every kind of difficulty and pitfall? *It is not their fault. It is definitely ours!*

Overcrowding, inadequate housing, hideous environment are unfortunately not new phenomena, but they have grown to truly terrible proportions. To these deplorable conditions we may add the absence of those whose presence has a little discipline at least and certainly has spelled security to the younger ones who must now fend for themselves, unwatched, unprotected, and often over-

whelmed by sheer terror of the unknown—the "door-key children."

Valiantly do our brave teachers try to meet the situation. But alone they can not provide the 12- to 14-hour schedule needed by children of school age. And certainly they can not be responsible for the all-day care that babies and little tots under five years of age require. Woefully underpaid as a group, magnificently patriotic in their living, we can not ask them to carry the full load.

The emergencies of crowded living and shifting populations came upon us overnight, it is true. But we can not permit them to continue. We must assume our full responsibilities and attack the problem on all fronts.

The war must be won, or all light goes from this world. But in giving ourselves to that end we must remember that we are fighting for a better world, for a finer, stronger, happier humanity.

Our family is as big as our great nation. Our strength as a people in the world of tomorrow will be measured by the physical, mental, and *spiritual* stature these children of today can attain.

Let us assume the responsibilities that are ours. Let us take the door keys from about the necks

of our little ones and open to them the doors of a decently protected childhood that they may be ready to take a constructive part in the re-building of the world of tomorrow.

"And he said unto his disciples: It is impossible but that occasions of stumbling should come; but woe unto him, through whom they come! It were well for him if a millstone were hanged about his neck, and he were thrown into the sea, rather than that he should cause one of these little ones to stumble." Luke 17. 1-2.

Parents alive to their obligations recognize the importance of their duties in relation to the characters of their children. The greatest rewards fathers and mothers can receive from life come from the righteous accomplishments of their sons and daughters. It is a thrill to observe the results parents achieve when they give of themselves in accordance with the tenets inscribed on the tablets of spirituality.

It is when fathers and mothers forsake their duties in the home that their sons and daughters go astray. It takes parents with an acute sense of values to guide youngsters aright today.

It is much more than mere happenstance when boys and girls enter the years of adulthood with minds that discern the basic values. It is because fathers and mothers kindled the souls of the children with ideals derived from spirituality.

As Judge Wright says: "Show me a wayward youngster and nine times out of ten I can take you into his home and show you what made him go wrong."

"Train up a child in the way he should go,

And when he is old, he will not depart from it. Prov. 22. 6.

"And that from a babe thou hast known the sacred writings which are able to make thee wise unto salvation through faith which is in Christ Jesus."

2 Timothy 3. 15.

Teacher—"Are you the teacher of the class?"

Whispering pupil—"No, Sir."

Teacher—"Then why do you keep talking like a numskull?"

From the Parish Education Office

New Bulletin

AN educational bulletin, "The Augustana Teacher Training Course," has just been printed in revised form. It brings up to date our list of approved textbooks for recommended courses. It also outlines plans for a training program leading to the teacher's certificate and diploma which are issued by the Board of Parish Education.

A copy of the bulletin will be mailed free of charge upon request. Write to the Board of Parish Education, 415 Harvard Street S. E., Minneapolis 14, Minnesota, or to Augustana Book Concern, Rock Island, Ill.

Our History

In looking over the reports submitted by the members of a class studying "The Church Through the Ages," under the leadership of the Rev. Adolph Johns of Bismarck, N. D., we find statements like this: "The course has helped me to love and appreciate my church more than ever." "The course has made Bible reading and study easier to understand." "It has helped me to appreciate the freedom of worship we still have

today." "I have come to see more clearly what is the mission of the church, what it stands for, and why it spreads." Very significant at this time is the statement of a school teacher: "The course also helped me to be more interested in the celebration of our Church Centennial and to understand its meaning."

Subscriptions Increase

Information from the circulation department of our publishing house tells us that subscriptions to THE CHURCH SCHOOL TEACHER have increased 20 per cent since the beginning of the year. We are grateful for the co-operation we receive from our churches, pastors, teachers, and other leaders. Every new subscription helps us to produce a better publication.

"Bible Ways"

"Bible Ways for Primary Days, New Series, Number 2," is ready for use in all primary classes beginning October 3. The leaflets are dated and there is a teacher's guide for each quarter. The first course, published jointly by the Augustana Synod and the Ameri-

can Lutheran Church, was very well received last year. The publishers expect a considerable increase in sales for the new course.

"Christian Growth Series"

This is the name of the new series of graded courses being prepared for Sunday schools under the joint sponsorship of the United Lutheran Church, the American Lutheran Church, and the Augustana Synod. More than half of all Lutherans in the United States and Canada are represented in the co-operative enterprise. The courses are being carefully planned. Every effort will be made to make them practical, interesting, and vital. They will also be generously illustrated with photographs and drawings that are both attractive and rich in educational value.

New courses will be available for the primary, junior, and intermediate departments next summer, in good time for use in October.

Church School Publicity

Sunday School Chimes is the name of an attractive little paper published by the Sunday school of the Lutheran Church at Braham, Minn. Pastor Frank Bonander is editor. Each class reports some of its activities, including lessons of special interest. A paper of this

kind is interesting to read and should help build up the morale of both pupils and teachers. It is also a good way of advertising the school in a dignified way and letting parents know what is going on in the classes where their children are enrolled.

An attractive issue of *Sunday School News*, from Mount Olive Church, La Crescenta, California, recently came to our desk. It combines many of the best features of a Sunday school paper and a parish paper. Another interesting paper, with special emphasis on boys' work, is being published in mimeographed form at Gustavus Adolphus Church, New York City.

A bit of publicity material of unusual merit recently came to our attention from Saron Lutheran Church, St. Joseph, Mich. There is a neat and dignified four-page folder, on the first page of which is a letter to parents, written by the Rev. Theodore E. Matson, who is the regional director of home missions in charge of the mission. The letter introduces the curate, Mr. Philip A. Jordan, and invites parents to send their children to the church school. The inside two pages are devoted to a display announcement of activities, with a picture of Christ and the

children at the center, and suitable to be used as a poster. Accompanying the folder is a very neat calling card, inviting attendance at the church and giving information as to location, time of serv-

ices, etc. What appeals to us most of all is the fine dignity of the material. It is not cheap, flashy, or untidy, but in keeping with the great institution and divine purpose it is to serve.

The Devil Makes a Speech

ONCE upon a time the devil called a convention of printers and publishers. When they were all assembled he said to them:

"Boys, I want you to be good sports and do me a favor. You make books and you know how to do it. You can make mere trash look so attractive that people itch to read it, and you can make great books look so dull that nobody likes them.

"Now there is one book that I hate with relentless hatred, and that is the Bible. There is something uncanny about that book. Wherever people read it and take it seriously I just can not get things going my way. I want you to help me. Put your heads together and see how dull you can make the old thing look, so people won't read it.

"I'd like to offer a few suggestions. Use small type. The smaller it is the harder it is to read. Run two columns to a page. Leave a lane between the columns and fill the lane with cross-references. Nobody reads these, but they make the page look dreadfully uninteresting. A lot of foot notes also help to discourage the reader and distract his attention from the main theme.

"The binding too is important. Avoid cheerful colors. Use black. That is the color for death and gloom and despair. It repels people. And by all means use what the preachers call 'divinity circuit.' That's my own invention. I meant it as a joke. Was there ever a more stupid device, or a more futile one? What good does it do, and what purpose does it serve? It

looks foolish and it's in the way if you want to turn the pages.

"I should not have bothered you with this convention, gentlemen, but for a recent trend which worries me. Some publishers have taken to making the Bible look attractive. The 'Modern Reader's Bible,' for example, and 'The

Bible for Today,' and 'The Bible Designed to Be Read as Living Literature.' It's the same Bible but so beautifully published that people are likely to pick it up and take to reading it again. And that is of course precisely what I do not want. Do what you can, gentlemen, to stop this trend."—C

A. WENDELL in *Grace Messenger*



BOOKS



The Faith of Our Children.
By Mary Alice Jones. Abingdon-Cokesbury. 175 pages. \$1.25.

The author of this book is Director of Children's Work in the International Council of Religious Education. She writes from a background of experience that is rich not only in successful work among children, but also in contact with varying points of view regarding both the nature of Christianity and the underlying philosophy of Christian education.

Miss Jones is convinced that there is confusion among children receiving Christian education in homes and churches today because they are not being taught vitally. The verbal instruction they receive is not being carried over into the actual stream of life. The author has therefore undertaken to "throw a finger of light upon the path and point the leaders of children toward the need for more adequate resources of insight and wisdom.

The approach throughout is that of a friend of children who is eager to understand them and help them to live the rich and full and happy life that the gospel of Christ offers them. Many valuable suggestions are given as to how the teacher and parent may deal with problems that arise in the Christian education of children. The book is well written and full of valuable insight.

The approach is also that of a friend of Christ, who believes that He can help and bless those who learn of Him and live as His disciples. At a few points this reviewer would have preferred a different interpretation or emphasis, especially in the chapter "The Spiritual Nature of Children," but on the whole the book is very sane and helpful. "The Bible and Children" is an exceptionally valuable chapter.

J. V. N.

Musical Memories of William Gilmore Oglevee. Assembled by Louise M. Oglevee. The Vaile Co. 64 pages. \$2.00.

In Rock Island, Illinois, lived one of the most likable men I ever knew. He was pastor of a growing Presbyterian church that had the best educational plant of any

church in town. People said he had built up his congregation from a small home mission Sunday school which was started some twenty years before I knew him.

He was best known for his kindly ways and his friendly interest in people. He got around to call on the sick and sorrowing, and he shared with young people their joy of life and hopes for the future.

He was also a musician. He loved the organ and spent many an enriching hour in the loft, alone with his organ and his God. Sometimes he would compose a bit of music to set to the words of a song written by his gifted wife for some of the little children she had gathered about her in the Sunday school or mission band. Together they published some of these in *The Child's First Songs in Religious Education*, a collection that has had wide use in the schools of many churches.

The new volume, dedicated to the memory of Dr. Oglevee, contains all of the old favorites along with a considerable number published for the first time. The tunes are cheerful and singable, moving with the quiet dignity and rich harmonies that we associate with a good church organ

under the touch of a trained musician whose heart is attuned to adore the God whose grace he has come to know.

The printing and binding are very well done, in keeping with the noble purpose of the volume.

J. V. N.

From a Japanese Prison. By Samuel Heaslett. Morehouse-Gorham Co. 64 pages. 50 cents.

The author spent more than forty years of his life in Japan as a missionary of the Anglican Communion. He went there in 1900 and divided the first twenty-two years of his service between evangelistic work and teaching in theological colleges. From 1923 to December 8, 1941, he served as a bishop.

When war was declared between Japan and Great Britain, Bishop Heaslett was at once arrested. In an interesting little book he has told the story of what happened afterward, up to the time of his release and the beginning of his homeward journey.

The treatment he received was far from pleasant, but he does not accuse the Japanese of being brutal toward him. In all, he underwent twenty grilling examinations at the hands of the police. The

Japanese system holds that once you are arrested, you are guilty until you prove yourself innocent. This situation made it hard for all prisoners, especially for the bishop who was suspected of using religion as a cloak under which he collected information on economics, army and navy affairs, etc.

The author is appreciative of the fine spirit that animates many of the Japanese and is hopeful for the devoted Christians who still carry on amid the trials of war.

What Matters. By Walton H. Greever, Muhlenberg Press. 104 pp., 50 cents.

Dr. Greever is well known to many readers as the Secretary of the United Lutheran Church. In this latest of his publications, Dr. Greever has provided a concise summary of Christian faith and life in a convenient pocket-sized volume. The author's thoughts are a tribute to his own rich Christian experience, and they will serve others not only as instructive highlights on doctrine and ethics, but also as inspiring devotional reading suitable for private or family worship. This little volume has value for instruction of adults in preparation for church membership.

O. V. A.